

**sANALYSIS ENGLISH SUFFIXES CONSTRUCTION ON NARRATIVE TEXT
USE BY SUCESSFUL WRITING BOOK OF 5th SEMESTER AT IAIN
PALANGKARAYA**

THESIS

Presented to

*State Islamic Institute Palangka Raya in Partial Fulfillment of the Requirements for
the Degree of Sarjana in English Language Education*



BY

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**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTEMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2019 M / 1441 H**

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use by succesfully writing of 5th semester at IAIN
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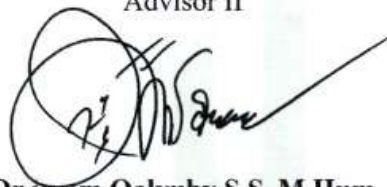
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Assalammu 'alaikum Wr. Wb

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MOTTO AND DEDICATION

“Surely, with hardship comes ease. Verily, with every difficulty there is relief”

- Maka, sesungguhnya bersama kesulitan ada kemudahan. Sesungguhnya bersama

kesulitan ada kemudahan -

(Q.S. Al-Insyirah: 5-6)

This Thesis is dedicated to:

My beloved Mother, Munawaroh.

My beloved Sisters, um, iim and sofi.

My beloved Brother, waluyo, lutvi and faris.

Thanks for your love, praying, motivations, and material in finishing the study. You are my processing control to break out the spirit and my dream thanks for your love, praying, motivations, and material in finishing the study.

DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Here with, I:

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

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Yours Faith Fully



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Alhamdulillah and praise belong to Allah the Almighty, because of His Blessing and Mercy, the researcher is able to accomplish this thesis entitled: **ANALYSIS ENGLISH SUFFIXES CONSTRUCTION ON NARRATIVE TEXT USE BY SECCESFUL WRITING BOOK OF 5 SEMESTER AT IAIN PALANGKA RAYA**

Sholawat and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

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ABSTRACT

Siti fatimah. 2019 . *Analysis English suffixes constraction on Narrative text use by study program of 5th semester at IAIN Palangka Raya. Thesis.* Departement of Language Education, Faculty of Teacher Training and Education, State Islamic Institut of Palangka Raya Advisor (I) Hj. Apni Ranti, M. Hum., (II) Dr.Imam Qalyubi S.S, M.Hum

Keywords: analysis, contrastive, suffix, book, the successful writing proficiency

Book is one of the learning media that can used by teacher and students in order to help the improve their reading knowledge. A analysis contrastion analysis to a compare first language and second language is used in this study in order to find kinds, of English suffixes.

The object of the study are the novels Englis and Indonesian entitled “The successful writing proficiency”. This study was design in content analysis qualitative research because the object of the study was a novel. Moreover, as the data was ini the form of words and field notes, so the data were analysed qualitatively. The researcher also conducted the analysis by used contrastive analysis to more focus on differences and similarities of English and Indonesian suffixes. The instrument used to collect the data is the form of checklist. Based on the background of the case above, this study is conducted: 1) to analyze the English suffixes. 2) to analyze the process od derived word classes after add the suffix.

The result of this study showed that in term of kinds English suffixes Noun (-*acne*, -*ence*, -*er*, -*or*, -*ist*, -*ian*, -*tion*, -*tion*, -*ness*, -*ion*, -*ing*, -*ment*, -*ity*, -*ism*, -*dom*, -*ship*, -*ent*, -*ary*, -*ure*, -*tude*, -*hood*, -*eer*, -*logy*, -*age*, -*ant*). Verb (-*ize/-ise*, -*ate*, -*ify*, -*en*). Adverb (-*ly*) and Adjective (-*al*, -*ar*, -*ic*, -*ical*, -*able/-ible*, -*ous*, -*ful*, -*less*, -*ish*, -*ed*, -*ive*, -*er*, -*ate*, -*ent*, -*est*). Indonesian suffixes there are: Noun (-*an*, -*is*, -*isasi*, -*isme*, -*itas*, -*wan/-wati*, -*man*). Verb (-*an*, -*i*, -*kan*). Adjective (-*an*, -*al*, -*if*, -*is*, -*i*, -*iah*).

ABSTRAK

Siti Fatimah. 2019. *Analysis English suffixes constraction on Narrative text use by study program of 5th semester* Skripsi. Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Hj. Apni Ranti, M. Hum., (II) Dr.Imam Qalyubi S.S, M.Hum

Keywords: analysis, contrastive, suffix, buku, the successful writing proficiency

Analisis, kontraksi, akhiran, buku, the successful writing proficiency

Buku adalah salah satu media pembelajaran yang dapat digunakan oleh guru dan murid agar memantau meningkatkan kemampuan membaca. Sebuah kontrastif analisis untuk membandingkan bahasa pertama dan bahasa kedua digunakan dalam penelitian ini untuk menemukan jenis akhiran dari bahasa Inggris

Objek dari penelitian adalah buku Inggris dengan judul “successful writing proficiency Penelitian ini disusun menggunakan analisis isi penelitian kualitatif karena objek dari penelitian ini adalah buku. Selain itu data ini berbentuk kata-kata dan catatan lapangan, jadi data di analisis dengan kualitatif. Penulis juga melakukan analisi menggunakan kontraksi analisis untuk lebih fokus pada akhiran bahasa inggris. Menggunakan instrumen pengumpulan data dengan table ceklis. Berdasarkan latar belakang kasus di atas, penelitian ini melakukan: 1) menganalisis akhiran suffixe inggris. 2) menganalisis proses dari memperoleh kelas kata setelah ditambah akhiran.

The result of this study showed that in term of kinds English suffixes seperti : Noun (-*acne*, -*ence*, -*er*, -*or*, -*ist*, -*ian*, -*tion*, -*tion*, -*ness*, -*ion*, -*ing*, -*ment*, -*ity*, -*ism*, -*dom*, -*ship*, -*ent*, -*ary*, -*ure*, -*tude*, -*hood*, -*eer*, -*logy*, -*age*, -*ant*). Verb (-*ize/-ise*, -*ate*, -*ify*, -*en*). Adverb (-*ly*) and Adjective (-*al*, -*ar*, -*ic*, -*ical*, -*able/-ible*, -*ous*, -*ful*, -*less*, -*ish*, -*ed*, -*ive*, -*er*, -*ate*, -*ent*, -*est*). Indonesia akhiran seperti: Noun (-*an*, -*is*, -*isasi*, -*isme*, -*itas*, -*wan/-wati*, -*man*). Verb (-*an*, -*i*, -*kan*). Adjective (-*an*, -*al*, -*if*, -*is*, -*i*, -*iah*).

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CHAPTER I

INTRODUCTION

The first chapter of this graduating paper is introduction. This chapter explains about the background of the study, problems statement, and objectives of the study, benefits of the study, and limitation of the problem, clarification of the key term.

A. Background of the Study

Language is considered as the best way in having relationship with others. People as social beings use the language for interaction, socialization, and communication. One of languages that are used most is English.

In Indonesia, English is the first foreign language that is learned and practiced. Not only to be learned and practiced, English is also suggested to be mastered. Words are a crucial part of linguistic knowledge and constitute a component of grammars. The study of the internal structure of words, and of the rules by which words are formed is morphology. From this explanation the researcher can conclude that words have internal structure, which is rule-governed. In this branch of linguistic can be known about parts of a word. Fromkin (2007, p.32) a word can consist of one morpheme, two morphemes, and more than two morphemes.

When talking about morphology, absolutely the students also study about the parts of word or the structure of word. As stated by Louise and Stockwell (2010, p. 6) word is the smallest meaningful of language in the spoken or written. A word can be produced from root, morpheme, and can be added by affix.

Morphemes are the minimal linguistic sign in all languages, and many languages have suffixes, but each language may differ in how they use and name their morphemes.

A process where new words are formed through the addition of morphemes is referred to as affixation. These morphemes could be added at the beginning (before) or end (after) of the root word. When the words add by affixation, the word can change meaning and word classes. Many learner English languages not comprehend about it. This study researcher can explain about kind of suffixes and process it especially English and Indonesian suffixes. Nation (2001, p.263) learn affixation can help students to understand the meaning of a particular word, while inflectional affixes do not change word classes and also do not change meaning of words.

Affix is categorized as bound morpheme because it cannot stand alone and should be attached to the root or stem or base. It is also same with prefix and suffix, because they are the types of affix. Prefix is a form added in front of a word or word root to change its meaning, and inflectional suffix is a combination of letters added to the end of a word or word root. Suffixes are used either to form new words or show the function of a word. From the definition can be known that both prefix and inflectional suffix can create a new word. Besides that when prefix and inflectional suffix are added in a word so it may change the meaning of a word, and word classes. For example in Indonesian language, affix is studied also in the structure of word but Indonesian people usually call affix "*imbuhan*".

English Suffix is called “*akhiran*”. Some examples of Indonesian English suffixes as follow: *an-* (*makanan, minuman, bacaan*) *i-* (*ulangi, temani, amouni*) *kan-* (*campurkan, matikan, hidupkan*) *kah-* (*apakah, bisakah, maukah*) *iah-* (*alamiah, jasmaniah, rohaniah*), *-if* (*efektif, produktif, konsumtif*). The examples of English suffix morphemes are *-ing* (playing, drinking, learning), *-er* (teacher, learner, driver), and *-ly* (happily, sadly, cutely).

Fauziati (2002, p.63) said that a branch of linguistics which seeks to compare two or more languages or subsystems of languages with the aims at describing the similarities and differences between them is contrastive linguistic.

The researcher’s reason to focus on suffix especially English and Indonesia because many students get in problem when they learnt affixation. Word add by affix can change meaning and word class. Learn inflectional suffix and prefix is an important part of building better readers. Prefixes, suffixes, and roots are the essential building blocks of all words. The researcher wants focus to analyze the inflectional suffix because to limits the study and to deep this study. Contrastive Analysis is way that compare between two languages to know the similarities and differences from those languages. That if students want to study language easily, they have to know also all of thing relate with the language learned. Besides that by predicting the mistakes in learning language by using Contrastive Analysis also can find the solving problem. Reason the researcher take sample from the text “*Narrative text*” defend their school and this research is famous research in Indonesia and another country that research to be best seller in Indonesia although in another country.

Based on the explanation above, researcher decided to present the research with the title “Contrastive Analysis English Inflectional Suffixes in “The class 5th semester”.

B. Research Problem

Based on the background of the study, the researcher formulates the problems as follows:

1. What are the English suffixes text on narrative use by students 5th semester” at IAIN Palanga Raya
2. How does the English suffixes the contractive on narrative text use by students 5th semester” at IAIN Palangka Raya

C. Objective of the Study

The objectives of this analysis especially are to get information about:

1. To describe the kinds of English inflectional suffixes found in book “English suffixes text on narrative use by students 5th semester”.
2. To find out the contractive on narrative text use by students 5th semester”.

D. Scope and limitation

To have specific research, the researcher has restricted this study in order to make it easier to be analyzed. This study analyzes the English Suffix Inflectional. To limit the study, the researcher only takes Inflectional suffixes.

E. Significance of the Study

The researcher hopes that this analysis produces benefits for theoretical and practical as follows:

1. Theoretically for :
 - a. Reference of English inflectional suffixes in contrast.
 - b. Source information to the next researchers where the problem related to this research.
2. Practically for:
 - a. The researcher and the reader can be easier to understand contrastion analysis English on inflectional suffix.
 - b. The students can comprehend better about inflectional suffixes English in contrast.
 - c. The reader can deepen the knowledge about the English inflectional suffixes.

F. Definition of Key Term

To avoid any mistakes in interpreting the title of this research, it is regarded necessary to explain the term relating to it.

a. Contrastion analysis

According to Muriel (2006, p. 34) Contrastion Analysis (CA) is an approach to the study of SLA (Second Language Acquisition) which involves predicting and explaining learner problems based on a comparison to determine similarities and differences. While highlighted potential learning

problems, behaviorist learning theory attributed variable success learners in part to the nature (and thus to the potential for negative versus positive transfer), but most importantly to circumstances of learning which promote poor versus good habit formation.

From the definition above, it means that the main point of contrastive analysis is comparison. By comparing two or more languages can be learned the similarities and differences about the languages. By understanding the similarities and differences of languages, it is highly expected can help the students in the studying foreign language.

b. Inflectional Suffix

A inflectional suffix is a syllable added to the end of a word, the new word has a different meaning. Broukal (2002, p.179) states that a inflectional suffix is a combination of letters added to the end of a word or word root.

c. Students writing English inflectional suffixes

The visitor

A cold feeling of shock gripped me as I stared at the splintered, shattered wood on my front door. The lock hung, twisted out of shape, having been forced violently apart, and I felt my pulse quicken a I noticed that the door was ajar.

Scarely breathing, I pushed it lightly with my fingertips and it swung open with the slightest groan. Inside, the house was deathly silent. I tiptoed down the hall, peering into the rooms on either side. They stared blankly back at me, deserted and unchanged, revealing nothing. There were no burglars still inside, or so it seemed.

As far as I could see, there was nothing missing. I heaved a sigh of relief at finding my precious collection of crystal untouched, and my heartbeat slowed as my initial shock subsided. Somebody had certainly broken in – but why?

At the far end of the passageway I hesitated, puzzled, then cautiously climbed the stairs. As I neared the top, there was a noise; a light, hurried, scrabbling sound like one that mice might make, only coming from something rather bigger. I turned quickly towards my open bedroom door, only to be confronted by the strangest sight: an elderly man lying uncomfortably face-down on the floor, his plump, flushed cheek pressed against the carpet, which had been pulled back to reveal the floorboards underneath.

There he was with his right arm thrust down into a gap between the boards. “what on earth are you doing?” I demanded.

He rolled himself slowly into a sitting position and ruffled his thinning hair, looking embarrassed. “I’m sorry,” he numbed. “I used to live in this house and I put a box down here with my savings and some papers to keep them safe.” He brushed thick dust and cobwebs off his shirt and sighed. “But when I moved out I forget, and I didn’t know if you would let me have them. What else could I do?”

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consist of related studies, definition of morpheme, affixation, suffixes there are: English suffix, contractive analysis and step of contrastive analysis.

A. Related Studies

The researcher takes some previous studies as the comparison and guidance of this research:

First, thesis wrote by Amalia (2013) entitle “Contrastive Analysis on English Suffixes in the Narrative Texts of Student’s Textbooks for Senior High School”. She was the student of State Islamic Institute (STAIN) of Salatiga. On her study focus on analysis English suffix in narrative text. She used the qualitative research was to find out the object of her study. That was English suffixes, there have similarities and differences. She explained the English prefixes and suffixes are both of their prefixes have the same type that is prefix that shows a quantity.

Then, the same types of English suffixes are both of them have English suffixes that forming noun, verb and adjective. And the differences of English and Indonesia prefixes are in their types. In English prefixes have types; locative, temporal, and negation. The types of Indonesian prefixes are forming verb, adjective, noun, and interrogative. Their kinds are so different

in the meaning when added in a word. In English inflectional suffixes have adverbial suffixes. It is not own in inflectional suffixes. However in

English suffixes have types suffixes that forming numeral and interrogative, and in English suffixes do not have these types.

Second, thesis also wrote by Puspitasari (2010) “A Contrastive Analysis English suffixes Adverbs of Time”. She was the student of Universitas Negeri Semarang (UNNES). Her study focus on analysis English suffixes adverb of time. She used the qualitative research was to find out the object of her study.

The result of her study is English suffixes adverb of time has the similarities and the differences. The similarities and the differences between English and Indonesian Adverbs of Time may be summarized as follows:

- 1) The similarities between English and Indonesian Adverbs of Time.
 - a) Based on the function, both of them explain verb, adjectives, and the other adverbs.
 - b) Based on the position, both of them can be placed in front, middle and behind.
 - c) Based on the type, both of them have three kinds of adverbs.
- 2) The differences between English and Indonesian Adverbs of Time.
 - a) Based on the function, in Indonesian, In English, sentence adverbs used many words ending –ed + -ly, but in Indonesian was not.
 - b) Based on the tenses, in English, if an action was happen in past, the verbs automatically was changed, for example come (V1) = came (V2), but in Indonesian was not.

- c) Based on the type, in English has three kinds of adverbs, and in Indonesian has eleven kinds of adverbs.

Third, related study thesis entitle “A Contrastive Linguistics Analysis of Inflectional Bound Morphemes of English, Azerbaijani and Persian Languages: A Comparative Study” by Kazemian & Hashemi (2014). They were analyzed three languages; there are English, Azerbaijani and Persian languages. They studied focus on linguistics of three languages especially of inflectional bound morphemes. They used the qualitative research on them study. The aims of them study are contrasting and comparing inflectional bound morphemes of English, Azerbaijani and Persian languages in details to pinpoint any similarities and differences between them.

Result of they studied were more varieties of the inflections in English, Azeri and Persian languages, conducted in this study, reflects the following facts: (1) these languages share some characteristics in terms of inflectional affixations. The inflections are incorporated to signify number, possession, tense, comparison, etc. (2) Azeri is the most regular of them in terms of plurality and utilizes only two suffixes to indicate it (-lar, -lər). English uses a vast number of irregular forms borrowed from other languages; Persian also employs three loan-inflections as well as the so-called broken plurals from Arabic (-hā (أَلْهَ), (y)ān (أَيَّانَ), -āt (أَيَّاتٍ), -in (أَيَّنَ), -un (أَيَّنَ)). The challenging part is the feasibility of both regular and irregular forms for some nouns in English and Persian. (3) English and Azeri are inflected to mark genitive case, but Persian applies the enclitic -e

(so-called *ezāfe*) in lieu to indicate possessive relation which is not written orthographically but pronounced; the enclitic *-e* is applied for all possessive relations and is very regular.

Based on some related studies above, there are some similarities and differences. The similarity is using the contrastive analysis to analyze the data and different are subject and object. Subject of this study are the “ Analysis of the inflectional suffixes toward students’ writing book at IAIN Palangka Raya” The object of this study is suffixes.

B. Definition of Morpheme

Morpheme is “a minimal unit of meaning or grammatical function”. Units of grammatical function include forms used to indicate past tense or plural, for example. In the sentence “*The police reopened the investigation*”, the word *reopened* consists of three morphemes. It was adopt theory by Yule (2006, p.52). One minimal unit of meaning is *open*, another minimal unit of meaning is *re-* (meaning ‘again’) and a minimal unit of grammatical function is *-ed* (indicating past tense). The word *tourists* also contain three morphemes. There is one minimal unit of meaning *tour*, another minimal unit of meaning *-ist* (marking ‘person who does something’), and a minimal unit of grammatical function *-s* (indicating plural). Divided of morpheme, there are:

1. Free morpheme

According to Fromkin et al (2003, p. 77) are those that can stand alone as words. constitute words by themselves. Free morpheme divided two way, there are:

a. Lexical morpheme

Lexical is relating to words or the vocabulary of language as distinguished from its grammar and construction. Some example are: *girl, man, house, tiger, sad, long, yellow, sincere, open, look, follow, break*. We can add new lexical morphemes to the language rather easily, so they are treated as an 'open' class of words such as noun, verb, adverb, and adjective.

b. Functional morpheme

Functional morpheme is set consists largely of the functional words in the language such as conjunctions, prepositions, articles and pronouns. Because we almost never add new functional morphemes to the language, they are described as a 'closed' class of words. Some example are: *and, but, when, because, on, near, above, in, the, that, it, them*.

2. Bound morpheme

are never words by themselves but always parts of word Fromkin et al (2003, p. 78). So bound morphemes must be attached to the word

(affixes). Affix is categorized as bound morpheme because it cannot stand alone and should be attached to the root or stem or base.

a. Derivation

English word when add with another morpheme can change the meaning, moreover can the new word of English. This process called derivation and it is accomplished by mean of large number of small “bits” are generally mention as **affixes**. Appendages (affixes) are added at either the beginning or at the end of the word. Affixes divided some kinds, there are:

1) prefix

Prefix stated by Fromkin et al (2003, p. 78) is occurring before other morphemes. Prefix is beginning in word. Examples of prefixes are unhappy, unfamiliar, impossible and etc.

2) Inflectional Suffix

Inflectional suffix is also categorized as bound morpheme, such a Prefix. However, it is rather different. Inflectional suffix is a combination of letters added to the end of a word or word root. Suffixes are used either to form new words or show the function of a word. Plag (2002, p.109-123) divided inflectional suffix into several types, they are: (1) Nominal Suffixes Plag (2002, p.109) were often employed to derive abstract nouns from verbs, adjectives and nouns. Such abstract nouns can denote actions, results of actions, or other related concepts, but also properties, qualities and the like. Another large group of nominal suffixes derives person nouns

of various sorts. Very often, these meanings were extend to other, related senses so that practically each suffix can be shown to be able to express more than one meaning, with the semantic domains of different suffixes often overlapping.

There are examples of inflectional suffixes.

They are:

- a) Noun suffixes which form noun. That are examples of them, *-age* (marriage, coverage), *-ance* (and with its variant *-ence/-ency/ancy*) (performance, independence), *-ant* (applicant, defendant), *-ee* (employee, interviewee), *-er* (performer, beginner), *-ing* (running, building), *-ion* (education, connection), *-ist* (novelist, scientist), *-ment* (development, treatment), *-ness* (happiness, darkness), *-ship* (friendship, relationship), *-ence* (intelligence, difference), *-or* (actor, refrigerator), *-ian* (politician), *-ity* (reality, neutrality), *-ism* (magnetism), *-dom* (freedom, kingdom), *-ent* (permanent), *-ary* (elementary, urinary),
- b) Adverbial suffixes which form adverb meaning. That are the examples of them, *-ly* (slowly, aggressively), *-wise* (clockwise, weather-wise).
- c) Verbal suffixes which derive verbs from other categories (mostly adjectives and nouns), *-ate*, *-en*, *-ify* and *-ize*. The examples of them

Infixes, according to Yule (2006, p. 58) which are attached within another morpheme. Infixes is common in languages of Southeast Asia and the Philippines, and it also found in some Native American languages.

4) Circumfix

Circumfixes stated by Fromkin et al (2003, p. 80). is morpheme that are attached to another morpheme both initially and finally circumfixes common in German language.

Sometimes, a root word needs to add an affix so that can be used. This affixes can change the meaning, kind, and function of words become other words that different function with the root word. It is such English affixes, Indonesian affixes is also classified into seven groups, which are prefix, suffix, infix, simulfiks, konfiks, superfiks, combination affix.

However, this research only focuses on suffix in L1 (Indonesian). There

are suffix in Indonesia:

1. Forming noun, the example Suffixes that form noun are *-an* (*tulisan, manisan, daratan*), *-at* (*muslimat, hadirat*), *-si* (*politisi, kritisi*), *-in* (*hadirin, muslimin*), *-ir* (*importir, eksportir*), *-us* (*politikus, kritikus*), *-is* (connected with suffix *-isme*) (such as *kapitalis, kapitalisme*), *-or* (*koruptor, diktator*), *-tas* (*kualitas, universitas*).
2. Forming verb can change the root word to be verb meaning. The example of this type is suffix *-in* (*bikin, doain*).
3. Forming adjective, there are eight suffixes which derive adjective form. That is *-an* (*cantikan, kampungan*), *-al* (*individual, material*), *-il* (*idiil, prinsipil*), *-iah* (*alamiah, jasmaniah*), *-if* (*efektif, produktif*), *-is* (*teknis, praktis*), *-istis* (*optimistis, materialistis*), *-i* (*kimiawi, manusiawi*).
4. Forming numeral, suffix *-an* in word *puluhan* and *ratusan* constitute the example of this type.

C. Derived Word Classes

Suffixes that are not being inflectional, it must be derivational. Since the term derivational is used for all aspect of word –structure involving affixation that is not inflectional. There are way derivation word class according by (Carstairs & McCarthy, 2002. P.48) :

1. Adverbs derived from adjectives.

(quick= Adjective + suffix ‘-ly’) Quickly= Adverb.

There are adverbs deriving from adjectives such as (-ly) “quick+ly”

2. Nouns derived from noun

Not all derivation process change word class. English has derivational process that yield nouns with meaning such as (-let) “book+let” (book= noun +suffix ‘-let’) Booklet =noun. Another example is (-ship) “Friend+ship” (Friend= noun +suffixes ‘-ship’) Friendship = noun.

3. Nouns derived from member of other word classes

Nouns derived from another word classes such as adjective and form verbs are extremely numerous. Here are some suffixes used to derived nouns from adjective such as (-ity, -ness, -ism). Even more numerous are suffixes for deriving nouns from verbs. Here are just a few: (-ance) “perform+ance” (perform= verb + suffixe ‘-ance’) Performance = noun, (-ment) “commit+ment” (commite= verb + suffixe ‘-ment’) Commitment = noun, (-ing) “sing+ing” (sing= verb + suffixe ‘-ing’) Singing = noun, (-ion) “confuse+ion” (confuse= verb + suffix ‘-ion’) Confusion = noun, (-er) “paint+er” (paint= verb + suffix ‘er’) Painter = noun. By contrast with some languages, however the derivational use that English makes of vowel change is minimal.

4. Adjectives derived from mambers of other word classes

Some of the process that derive adjectives from verbs straddle that devide between derivation and inflection in a way that we have not yet encountered. Futher suffixes that commonly form adjectives from verbs, with their basic meanings, are: (break = verb + suffixe –‘able’) Breakable = adjective, ‘read + able’ (read = verb + suffixe ‘-able’) Readable = adjective, ‘repulse +i ive’ (repulse = verb + suffixe ‘-ive’) Repulsive =

adjective. Expectations derived from these basic meanings can, as usual in derivation be overridden; for example *conversant* does not tend to converse. Some of these bound verb roots appear in a number of derived lexemes, such as the *aud* cannot tend alone and it is meaningless that occurs in (-ence, -ible) 'Audience or Audible'. As will be seen, adjectives in -ful and -less tend to come in pairs, although the correspondence is not exact: *slothful* but not 'slothless' and *Pennless* but not 'Penniful'. This confirms again that, even when the meaning of a potential word may be easily guessable (a 'Slothless' person would be hardworking, and a 'penniful' person would be well off), the existence of the word is not guaranteed.

5. Verbs derived from verbs

Verbs derived from verbs such as: 'got + en' (got = verb + suffix '-en') Gotten = verb, 'forbid + en' (forbid = verb + suffix '-en') Forbidden = verb.

6. Verbs derived from members of other word classes

Verbs derived from nouns and from adjectives are numerous. The suffix for deriving verb from nouns are: 'organ + ise' (organ = noun + suffix '-ise') Organise = verb, 'terror + ise' (terror = noun + suffix '-ise') Terrorise = noun. This is the suffix for deriving verb from adjective is: (broke = adjective + suffix '-en') Broken = verb.

D. Contrastion Analysis

Platt (1992, p.17) states that contrastion analysis to describe similarities and differences among two or more languages at such as level phonology, grammar, and semantics. CA is not only comparing the element and system of linguistic in the L1 and L2 but also describing the background culture of both languages so the result can be used in teaching foreign language or target language. Raji (2012, p.1) explains that contrastive analysis is a branch of language which focuses on the study of two or more different languages, with the aim of describing their similarities and differences.

The researcher can conclude that the main point of contrastive analysis is comparing the objects, and finds the similarities and differences of the object. In other word contrastive analysis is the study of linguistic in teaching second language. Especially, CA also can be used by the teachers to solve the difficulties and speaking problem that student made in learning foreign language.

Tarigan (1996, p.50) states that CA has some important contributions in the teaching learning process, for example:

- a. Constructing language teaching materials. This is the basic aspect of comparing two languages.
- b. Constructing the system of pedagogical language. This is based on the linguistic theory being used.
- c. Arranging the class property in which the first language is used to help in the second language learning.

Based on above that contractive analysis also has important role in learning process and has the advantage. It is not only help the students in learn foreign language becomes easier but also the teachers can know difficulties and mistakes in learning foreign or target language of students. There are solutions to overcome the difficulties and error of the students. One of the solutions to solve the difficulties and errors of the students in learning target language is contrastive analysis. Therefore, contrastive analysis can be used as an alternative solution in second language teaching

E. Frame of Thinking

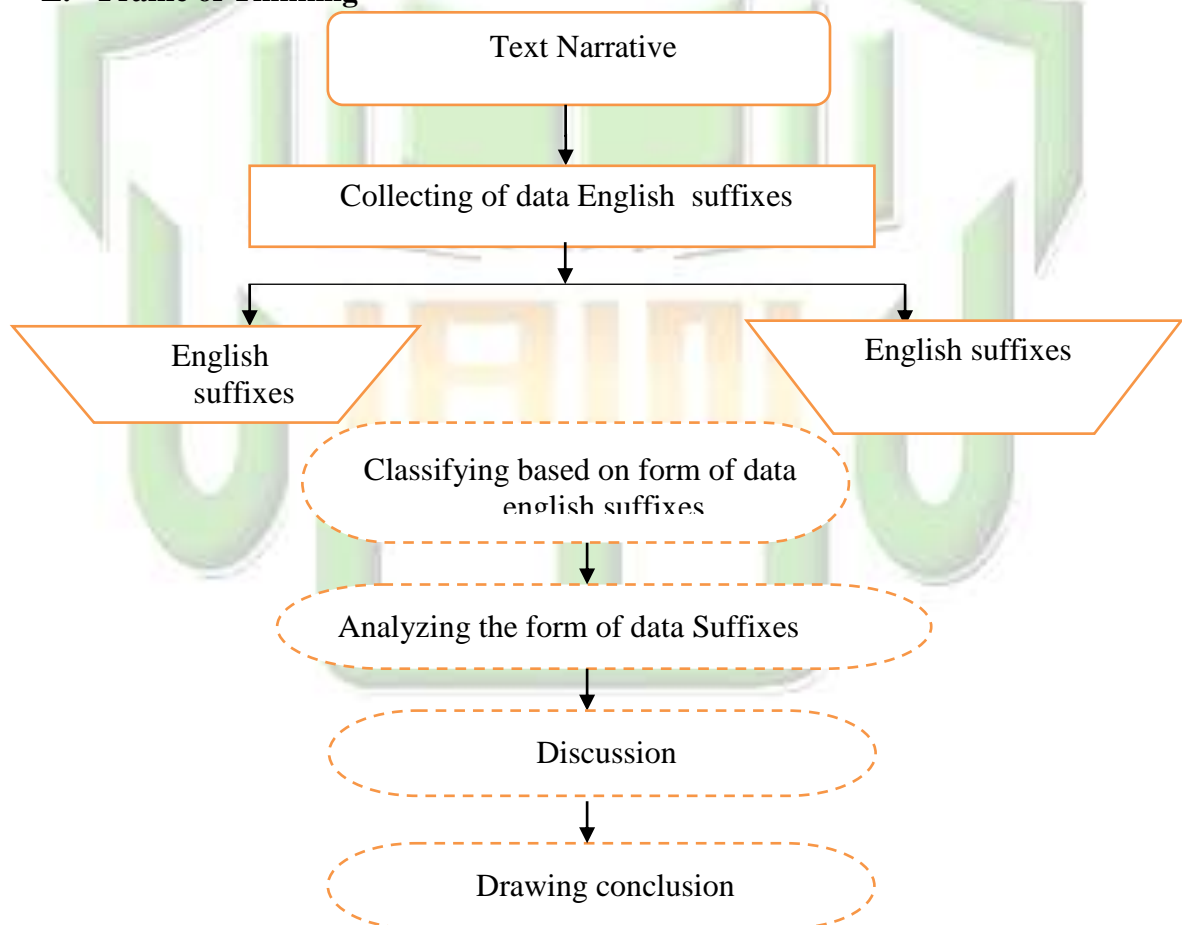


Figure. 1. A Frame of Thinking

CHAPTER III

RESEARCH METHOD

This chapter discusses the research design, subject of the study, source of the study, source of data, research instrument, data collection procedure, data analysis procedure and data endorsement.

A. Research Design

There are many different types of qualitative research, there are: basic interpretative studies, case studies, document or content analysis, ethnography, grounded theory, historical studies, narrative inquiry, and phenomenological studies (Ary et al 2010, p.29).

Then, the type of this study is content analysis because this study analyzed the. Content analysis focuses on analyzing and interpreting recorded material to learn about human behavior. The material can be public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents.

To get data in this study, researcher needs method which is suitable with purpose of study. Then the data will answer the problem of study. In the other words, when we talk about research design, it means that we talk about approach of this research.

B. Source of Data

in this research, writer would like to analyze contraction, English suffixes use by for 5th semester of narrative text

C. Research Instrument

The instrument of the research is the equipment that used by the researcher to collect the data, in which it is important to get the accurate data. Its means that instrument is very important to arrange the data.

The instrument of this research was the researcher. Based on the procedure to data collection, researcher do the entire step to collect the data. The steps are, researcher familiarizing and organizing, coding - reducing, and interpreting representing.

D. Data Collection Procedure

To collect the data for qualitative research, such as: research found textbook for analyzing, reading material of the textbook,. In this study, the researcher uses reading textbook through reading the material and note taking technique to collect the English suffixes in the text narrative. According to Suharsimi (2006, p.158) a documentation method is findings data that related by using book, transcript, newspaper, magazine, ancient inscription, notes of a meeting, agenda, etc. seen from Flick (2014, p.367), advertisements and paintings can all be considered documents that tell of settings, organizations, times and lives.

Then in this research, the researcher uses documentation to collect the data of English inflectional suffixes. The data will take from narrative text translate English.

The researcher uses three steps to collection procedure of the data. The researcher observed the data by using observation checklist.

Here the researcher did some steps of collecting data as follows:

1. First, the researcher determined the book which is going to be analysed
2. Second , make list categories kind of English inflectional suffixes.
3. Third, the researcher read and observed the materials of the book carefully.
4. Fourth, the researcher clasfyied inflectional suffixes by word classs and kind. Using checklist in order to know the categories of the inflectional suffix.
5. fifth, the researcher collected the data based on catagories.
6. And the last analysed kind and word classs based on contraction

E. Data Analysis Procedure

The data of this study are all of inflectional suffixes present “Analyze of the english suffixes toward students’ writing book” published by Bentang.Bogdan in Sugiyono (2013, p.334) said, “ Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others”.

The research design of this study is qulitative research, so researcher analyzed data by using qualitative method data analysis. Onwuegbuzie and Teddlie

presented that, a third-stage conceptualization of qualitative method are: Stage 1, **data reduction**, analysis qualitative data was suitable to the theme of study. Stage 2, **data display** make table or other form using to show data of kind and word class the inflectional suffixes. Stage 3, **Conclusion Verification**, make conclusion and describe the differences and similarities of the English inflectional suffixes.

In this research the process of analysing data used these steps:

1. Classifying the inflectional suffixes based on word class there as the noun form, verb form, adverb form, and adjective form in English suffixes. Meanwhile kind of inflectional suffixes there as noun form, adjective form, verb form and numeral form.
2. Collecting the data from the data source and entering the data to the checklist table to make English suffixes.
3. Identifying the English inflectional suffixes with those are suggested by kind and word classes.
4. Describing of English suffixes based on kind of suffix and alteration word classes after add.

F. Data Endorsement

Qualitative researchers may use different terms to apply to these criteria.

To verification of this study are: (Ary et al 2010,p. 638).

1. Credibility

Credibility is the same as validity in quantitative research. The integrity of qualitative research depends on attending to the issue of validity. Validity

concerns the accuracy or truthfulness of the findings. To effort in order that the truth of result of the researcher believed, it is supported by using multiple sources of data, multiple observers, and/or multiple methods is referred to as triangulation. To effort in order that the truth of result of the researcher believed, it is supported by some ways as follow:

a. Extension Reading

The extension of reading to test the credibility of data research focused on the examination of the data has been obtained. If after rechecking the data that has been obtained found the right data then its mean the data is credible. In this study the researcher done the extension of reading for one month for rechecking of data that have been found and analyzed.

b. Use reference material

Reference material here means to prove the existence of supporting data that has been discovered by researcher.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the data presentation, research findings and discussion. This section covers discussion of data findings of the analysis of the english suffixes toward students' writing book at IAIN Palangka Raya

A. Data Presentation

The researcher analyzed English inflectional suffixes toward students' writing book at IAIN Palangka Raya. The reseacher took a writing text in the form of narrative with the title 'The Visitor' on students' writing book written by Virginia Evans as the data of the research.

1.1 Data Presentation of the Text from Students' Writing Book

The writer shows the text of narrative with the title 'The Visitor' on students' writing book written by Virginia Evans as the data of the research in the following table.

Table 4.1 Narrative text from students' writing book

Title	Text
<p>The Visitor</p> <p>(from Successful Writing' written by Virginia Evans)</p>	<p>A cold feeling of shock gripped me as I stared at the splintered, shattered wood on my front door. The lock hung, twisted out of shape, having been forced violently apart, and I felt my pulse quicken a I noticed that the door was ajar.</p> <p>Scarely breathing, I pushed it lightly with my fingertips and it swung open with the slightest groan. Inside, the house was deathly silent. I tiptoed down the hall, peering into the rooms on either side. They stared blankly back at me, deserted and unchanged, revealing nothing. There were no burglars still inside, or so it seemed.</p> <p>As far as I could see, there was nothing missing. I heaved a sigh of relief at finding my precious collection of crystal untouched, and my heartbeat slowed as my initial shock subsided. Somebody had certainly broken in – but why?</p> <p>At the far end of the passageway I hesitated, puzzled, then cautiously climbed the stairs. As I neared the top, there was a noise; a light, hurried, scrabbling sound like one that mice might make, only coming from something rather bigger. I turned quickly towards my open bedroom door, only to be confronted by the strangest sight: an elderly man lying uncomfortably face-down on the floor, his plump, flushed cheek pressed against the carpet, which had been pulled back to reveal the floorboards underneath.</p> <p>There he was with his right arm thrust down into a gap between the boards.</p> <p>“what on earth are you doing?” I demanded.</p> <p>He rolled himself slowly into a sitting position and ruffled his thinning hair, looking embarrassed. “I’m sorry,” he numbled. “I used to live in this house and I put a box down here with my savings and some papers to keep them safe.” He brushed thick dust and cobwebs off his shirt and sighed. “But when I moved out I forget, and I didn’t know if you would let me have them. What else could I do?”</p>

Based on the table above, it can be seen that there is a text which tell about a story in two languages of English and Indonesia. The story above is about ‘The Visitor’ which consists of 326 words.

1.2 Data Presentation of English Inflectional Suffixes

The data presentation of English Inflectional Suffixes found from the text under the title ‘The Visitor’ as follow:

Table 4.2 Data presentation of English inflectional suffixes

No	English Inflectional Suffixes	Words
1.	Inflection ‘s’	fingertips , rooms, burglars, floorboards, boards, papers cobwebs
2.	Inflection ‘ing’	Feeling, having, breathing, peering, revealing, scrabbling, coming, lying, sitting, thining, looking
3.	Inflection ‘er’	Bigger
4.	Inflection ‘est’	strangest; slightest
5.	Inflection ‘ed/d’	gripped, stared, splintered, hattered, twisted, forced, noticed, pushed, tiptoed, stared, deserted, unchanged, seemed, heaved,untouched, hesitated, puzzled, climbed, neared, hurried ned, confronted, flushed, pressed, pulled, demanded, rolled, ruffled, moved, numbled, used, brushed, sighed, embarrassed

Based on the table above, it showed of inflection ‘s’, of inflection ‘ing’, inflection ‘er’, inflection ‘est’, and inflection ‘ed/d’.

B. Research Findings

The researcher analyzed the English inflectional suffixes toward students' writing book at IAIN Palangka Raya. In order to reach the objectives of the research, the researcher analyzed the kinds of inflectional suffixes used on students' writing book under the title 'Successful Writing' written by Virginia Evans. The researcher took a narrative story from the book page 38 with the title 'The Visitor'.

- Slight + - est = 'Slightest' Adjective
Adjective Suffix

- Strange + - est = 'Strangest' Adjective
Adjective Suffix

Inflectional suffix 'est' in the words 'slightest' and 'strangest' here is to show something has a quality to the greatest or least degree.

- cobweb + - s = 'cobwebs' Simple Present
Verb 1 Suffix

From the example above, 'cobweb' is singular noun which is added by 's' or 'cobwebs' as the inflection to explain that there are more than one cobweb in the story and it does not change the meaning and the word class.

- Reveal + - ing = 'Revealing' Verb
Verb Suffix

- Breath + - ing = 'Breathing' Verb
Verb Suffix

suffix 'ing' is an inflection which is added by 'ing'. This inflection does not change the meaning. It only follows the grammatical rule of continuous/progressive tense. In the following words are some inflectional words of 'ing' which were found on students' writing of narrative texts.

1. English Inflectional Suffixes toward students' writing at IAIN Palangka Raya

Raya

1.1 Inflectional suffix 's'

Inflectional suffix 's' is an inflection which produces a new word from of an existing lexeme a word i.e. they do not create a new entry in one's mental lexicon. For example, the noun "students" can be produced by adding the plural -s, a inflectional suffix, to the base "student". The plural -s indicates that more than one student is concerned, but it does neither change the grammatical category of the word nor does it produce a new lexeme. Additionally to number, inflectional affixes give grammatical information in terms of tense, case and gender.

In the following table are some inflectional words which were found on students' writing of narrative text.

Table 4.3 Inflectionional Suffix 's'

No	Free Morpheme	Word Class	Inflectional Suffix	Free Morpheme + Inflection 's'	Word Class
1.	Fingertip	Noun	-s	Fingertips	Noun
2.	Room	Noun	-s	Rooms	Noun
3.	Burglar	Noun	-s	Burglars	Noun

4.	Foorboard	Noun	-s	Foorboards	Noun
5.	Board	Noun	-s	Boards	Noun
6.	Paper	Noun	-s	Papers	Noun
7.	Cobweb	Noun	-s	Cobwebs	Noun

Based on the data findings above, there are 7 words which are inflected by 's'. Inflectional suffix 's' above forms all noun and it only changes the number of free morphemes. The plural -s indicates that more than one, but it does neither change the grammatical category of the word nor does it produce a new lexeme.

Eg.

Fingertip + -s = 'Fingertips' Plural Noun
 Noun Suffix

From the example, 'fingertip' is a singular noun and means 'the end of the finger that is furthest from the hand' which is inflected by 's' or 'fingertips' as the inflection to explain that there are more than one fingertip in the story and It does not change the meaning and the word class.

1.2 Inflectional suffix 'ing'

Inflectional suffix 'ing' is an inflection which is added by 'ing'. This inflection does not change the meaning. It only follows the grammatical rule of continuous/progressive tense. In the following table are some inflectional words of 'ing' which were found on students' writing book.

Table 4.4 Inflectional Suffix ‘ing’

No	Free Morpheme	Word Class	Inflectional Suffix	Free Morpheme + Inflection ‘s’	Word Class
1.	Feeling	Noun	-ing	Feeling	Noun
2.	Have	Verb	-ing	Having	Verb
3.	Breath	Verb	-ing	Breathing	Verb
4.	Peering	Verb	-ing	Peering	Verb
5.	Reveal	Verb	-ing	Revealing	Verb
6.	Scrab	Verb	-ing	Scrabbling	Verb
7.	Come	Verb	-ing	Coming	Verb
8.	Lie down	Verb	-ing	Lying down	Verb
9.	Sit	Verb	-ing	Sitting	Verb
10.	Think	Verb	-ing	Thinking	Verb
11.	Look	Verb	-ing	Looking	Verb

Based on the data findings above, which are inflected by ‘ing’. (Feeling, having, breathing, peering, revealing, scrabbling, coming, lying, sitting, thinking, looking). Inflectional suffix ‘ing’ is an inflection which is added by ‘ing’. This inflection does not change the meaning. It only follows the grammatical rule of continuous/progressive tense.

Eg.

Reveal + - ing = ‘Revealing’ Verb
Verb Suffix

Inflectional suffix ‘ing’ is an inflection and means ‘to make something known to somebody’ which is inflected by suffix ‘ing’. This inflection does not change the meaning. It only follows the grammatical rule of continuous/progressive tense.

1.3 Inflectional suffix ‘er’

Inflectional suffix ‘er’ is an inflection which is added by ‘er’. This inflection does not change the meaning. It only follows the grammatical rule of Comparative adjectives. Comparative adjectives are used to compare differences between the two objects they modify (larger, smaller, faster, higher). They are used in sentences where two nouns are compared, in this pattern: Noun (subject) + verb + comparative adjective + than + noun (object).

Table 4.5 Inflectional Suffix ‘er’

No	Free Morpheme	Word Class	Inflectional Suffix	Free Morpheme + Inflection ‘s’	Word Class
1.	Big	Adjective	-er	Bigger	Adjective

Based on the data above, above only follows the grammatical rule of comparative adjectives. Comparative adjectives are used to compare differences between two things.

Big + - er = ‘Bigger’ Adjective
 Adjective Suffix

Inflectional suffix ‘er’ on the word ‘bigger’ above only follows the grammatical rule of comparative adjectives. It explains that something that is coming in the story bigger than before.

1.4 Inflectional suffix ‘est’

Inflectional suffix ‘est’ is an inflection which is added by ‘est’. This inflection does not change the meaning. It only follows the grammatical rule of superlative. A superlative is a form of an adjective or an adverb used for comparison. The superlative form of an adjective is used to show something has a quality to the greatest or least degree. The superlative form of an adverb is used to show something has performed an action to the greatest or least degree.

Table 4.6 Inflectional Suffix ‘est’

No	Free Morpheme	Word Class	Inflectional Suffix	Free Morpheme + Inflection ‘s’	Word Class
1.	Strangest	Adjective	-est	Strangest	Adjective
2.	Slightest	Adjective	-est	Slightest	Adjective

Based on the data above,’. Inflection above only follows the grammatical rule of superlative. As we know that A superlative here is a form of adjective.

Eg.

Slight + - est = ‘Slightest’ Adjective

Adjective Suffix

Inflectional suffix 'est' in the word 'slightest' here is to show something has a quality to the greatest or least degree. It does not change the meaning and the word class.

1.5 Inflection 'ed/d'

Inflectional suffix 'ed/d' is inflection which follows the grammatical rules of past tense and past participle. It does not change the meaning of words and word class. The words inflected by 'ed/d' which are found in the narrative text from students' writing book are in the table below.

Table 4.7 Inflectional Suffix 'ed/d'

No	Free Morpheme	Word Class	Inflectional Suffix	Free Morpheme + Inflection 's'	Word Class
1.	Gripp	Verb	-ed	Gripped	Verb
2.	Stare	Verb	-d	Stared	Verb
3.	Splinter	Verb	-ed	Splintered	Verb
4.	Twist	Verb	-ed	Twisted	Verb
5.	Force	Verb	-d	Forced	Verb
6.	Noticed	Verb	-d	Noticed	Verb
7.	Notice	Verb	-d	Noticed	Verb
8.	Push	Verb	-ed	Pushed	Verb
9.	Tiptoe	Verb	-d	Tiptoed	Verb
10.	Desert	Verb	-ed	Deserted	Verb
11.	unchange	Verb	-d	Unchanged	Verb
12.	Seem	Verb	-ed	Seemed	Verb
13.	Heave	Verb	-d	Heaved	Verb
14.	Hesitate	Verb	-d	Hesitated	Verb
15.	Puzzle	Verb	-ed	Puzzled	Verb
16.	Climb	Verb	-ed	Climbed	Verb
17.	Near	Verb	-ed	Neared	Verb
18.	Hurry	Verb	-ed	Hurried	Verb
19.	Turn	Verb	-ed	Turned	Verb
20.	Confront	Verb	-ed	Confronted	Verb
21.	Flush	Verb	-edd	Flushed	Verb
22.	Press	Verb	-ed	Pressed	Verb

23.	Pull	Verb	-ed	Pulled	Verb
24.	Demand	Verb	-ed	Demanded	Verb
25.	Roll	Verb	-ed	Rolled	Verb
26.	Ruffle	Verb	-d	Ruffled	Verb
27.	Move	Verb	-d	Moved	Verb
28.	Numb	Verb	-d	Numbed	Verb
29.	Use	Verb	-d	Used	Verb
30.	Brush	Verb	-ed	Brushed	Verb
31.	Sigh	Verb	-ed	Sighed	Verb
32.	Embarrass	Verb	-ed	Embarrassed	Verb

Based on the table above,. Inflectional suffix ‘ed/d’ above is inflection which follows the grammatical rules of past tense and past participle where it form verb from verb.

Eg.

Push + - ed = ‘Pushed’ Verb
 Verb Suffix

According to the example, free morpheme ‘push’ form sentence ‘*I pushed it lightly with my fingertips*’ as verb which means ‘to move part of something into a particular position’ is inflected by inflectional suffix ‘ed’ (pushed) which has the same meaning and word class. It only changes the time from present to past.

Based on the data of research findings above, there are five English inflectional suffixes which found by the researcher on the students’ writing of narrative texts. They are: They are: (1) Inflectional suffix ‘s’ (*fingertips, rooms, burglars, floorboards, boards, papers, cobwebs*); (2) Inflectional suffix ‘ing’ which consisted (*feeling, having, breathing, peering, revealing, scrabbling, coming, lying, sitting, thinning, looking*); (3) Inflectional suffix ‘er’

which consist (*bigger*); (4) Inflection al suffix ‘est’ which consisted (*strangest, slightest*); (5) Inflection al suffix ‘ed,d,’ which consisted (*gripped, stared, splintered, hattered, twisted, forced, noticed, pushed, tiptoed, stared, deserted, unchanged, seemed, heaved,untouched, hesitated, puzzled, climbed, neared, hurried, turned, confronted, flushed, pressed, pulled, demanded, rolled, ruffled, moved, numbled, used, brushed, sighed, embarrassed*).

In addition, there are 3 kinds of inflectional suffixes found in the text. They are: (1) Inflectional suffix forms noun from noun which the words inflected by suffix ‘s’ such as *fingertips, rooms, burglars, floorboards, boards, papers, cobwebs*; (2) Inflectional suffix forms adjective from adjective which the words inflected by suffixes ‘er and est’ such as *bigger, strangest, and slightest*; (3) Inflectional suffix forms verb from verb which the free morpheme inflected by ‘ing and ed/e’ such as *feeling, having, breathing, peering, revealing, scrabbling, coming, lying, sitting, thining, looking, gripped, stared, splintered, hattered, twisted, forced, noticed, pushed, tiptoed, stared, deserted, unchanged, seemed, heaved,untouched, hesitated, puzzled, climbed, neared, hurried, turned, confronted, flushed, pressed, pulled, demanded, rolled, ruffled, moved, numbled, used, brushed, sighed, embarrassed*.

1.6 Inflectional suffix ‘s’

- | | | |
|--------------------------------|------------------------|-----------------------|
| • <u>King</u>
Singular Noun | + <u>- s</u>
Suffix | = ‘Kings’ Plural Noun |
| • <u>Ant</u>
Singular Noun | + <u>- s</u>
Suffix | = ‘Ants’ Plural Noun |

- Food + - s = 'Foods' Plural Noun
Singular Noun Suffix
- Week + - s = 'Weeks' Plural Noun
Singular Noun Suffix
- Tree + - s = 'Trees' Plural Noun
Singular Noun Suffix
- Thing + - s = 'Things' Plural Noun
Singular Noun Suffix
- Parent + - s = 'Parents' Plural Noun
Singular Noun Suffix
- Hunter + - s = 'Hunters' Plural Noun
Singular Noun Suffix
- Friend + - s = 'Friends' Plural Noun
Singular Noun Suffix
- Ear + - s = 'Ears' Plural Noun
Singular Noun Suffix
- Year + - s = 'Years' Plural Noun
Singular Noun Suffix
- Animal + - s = 'Animals' Plural Noun
Singular Noun Suffix
- Cat + - s = 'Cats' Plural Noun
Singular Noun Suffix
- Rat + - s = 'Rats' Plural Noun
Singular Noun Suffix

- Minute + - s = 'Minutes' Plural Noun
Singular Noun Suffix
- Play + - s = 'Plays' Simple Present
Verb 1 Suffix

1.7 Inflectional suffix 'ing'

- Cruise + - ing = 'Cruising' Verb
Verb Suffix
- Say + - ing = 'Saying' Verb
Verb Suffix
- Be + - ing = 'Being' Verb
Verb Suffix
- Play + - ing = 'Playing' Verb
Verb Suffix
- Sing + - ing = 'Singing' Verb
Verb Suffix
- Come + - ing = 'Coming' Verb
Verb Suffix
- Run + - ing = 'Running' Verb
Verb Suffix
- Sleep + - ing = 'Sleeping' Verb
Verb Suffix

• Get + - ing = 'Getting' Verb
Verb Suffix

• Scream + - ing = 'Screaming' Verb
Verb Suffix

• Walk + - ing = 'Walking' Verb
Verb Suffix

• Sail + - ing = 'Sailing' Verb
Verb Suffix

• Trade + - ing = 'Sailing' Verb
Verb Suffix

• Live + - ing = 'Living' Verb
Verb Suffix

• Cry + - ing = 'Crying' Verb
Verb Suffix

• Garden + - ing = 'Gardening' Verb
Verb Suffix

• Farm + - ing = 'Farming' Verb
Verb Suffix

• Bring + - ing = 'Bringing' Verb
Verb Suffix

• Choose + - ing = 'Choosing' Verb
Verb Suffix

• Approach + - ing = 'Approaching' Verb
Verb Suffix

• Drink + - ing = 'Drinking' Verb
Verb Suffix

• Wait + - ing = 'Waiting' Verb
Verb Suffix

• Ask + - ing = 'Asking' Verb
Verb Suffix

• Prove + - ing = 'Proving' Verb
Verb Suffix

• Seek + - ing = 'Seeking' Verb
Verb Suffix

• See + - ing = 'Seeing' Verb
Verb Suffix

• Meet + - ing = 'Meeting' Verb
Verb Suffix

• Feel + - ing = 'Feeling' Verb
Verb Suffix

• Save + - ing = 'Saving' Verb
Verb Suffix

1.8 Inflectional suffix 'er'

- Long + - er = 'Longer' Adjective
Adjective Suffix
- Fast + - er = 'Faster' Adjective
Adjective Suffix
- Early + - er = 'Earlier' Adjective
Adjective Suffix
- Close + - er = 'Closer' Adjective
Adjective Suffix

1.9 Inflectional suffix 'est'

- Great + - est = 'Greatest' Adjective
Adjective Suffix
- Longest + - est = 'Longest' Adjective
Adjective Suffix

1.10 Inflection 'ed, d, n'

- Seem + - ed = 'Seemed' Verb
Verb Suffix
- Intend + - ed = 'Intended' Verb
Verb Suffix
- Thank + - ed = 'Thanked' Verb
Verb Suffix
- Change + - d = 'Changed' Verb
Verb Suffix
- Watch + - ed = 'Watched' Verb
Verb Suffix

• <u>Curse</u> Verb	+ <u>- d</u> Suffix	= 'Cursed' Verb
• <u>Live</u> Verb	+ <u>- d</u> Suffix	= 'Lived' Verb
• <u>Work</u> Verb	+ <u>- ed</u> Suffix	= 'worked' Verb
• <u>Answer</u> Verb	+ <u>- ed</u> Suffix	= 'Answered' Verb
• <u>Predict</u> Verb	+ <u>- ed</u> Suffix	= 'Predicted' Verb
• <u>Cry</u> Verb	+ <u>- ed</u> Suffix	= 'Cried' Verb
• <u>Help</u> Verb	+ <u>- ed</u> Suffix	= 'Helped' Verb
• <u>Ask</u> Verb	+ <u>- ed</u> Suffix	= 'Helped' Verb
• <u>Want</u> Verb	+ <u>- ed</u> Suffix	= 'Wanted' Verb
• <u>Distribut</u> Verb	+ <u>- ed</u> Suffix	= 'Distributed' Verb
• <u>Go</u> Verb	+ <u>- ne</u> Suffix	= 'Gone' Verb
• <u>Grab</u> Verb	+ <u>- bed</u> Suffix	= 'Grabbed' Verb
• <u>Frighten</u> Verb	+ <u>- ed</u> Suffix	= 'Frightened' Verb
• <u>Beg</u> Verb	+ <u>- ged</u> Suffix	= 'Begged' Verb
• <u>Open</u>	+ <u>- ed</u>	= 'Opened' Verb

Verb	Suffix	
• <u>Succed</u> Verb	+ <u>- ed</u> Suffix	= 'Succeded' Verb
• <u>Laugh</u> Verb	+ <u>- ed</u> Suffix	= 'Laughped' Verb
• <u>Promise</u> Verb	+ <u>- d</u> Suffix	= 'Promised' Verb
• <u>Cover</u> Verb	+ <u>- ed</u> Suffix	= 'Covered' Verb
• <u>Wash</u> Verb	+ <u>- ed</u> Suffix	= 'Washed' Verb
• <u>Reply</u> Verb	+ <u>- ed</u> Suffix	= 'Replied' Verb
• <u>Advise</u> Verb	+ <u>- ed</u> Suffix	= 'Advised' Verb
• <u>Defeat</u> Verb	+ <u>- ed</u> Suffix	= 'Defeated' Verb
• <u>Summon</u> Verb	+ <u>- ed</u> Suffix	= 'Summoned' Verb
• <u>Betray</u> Verb	+ <u>- ed</u> Suffix	= 'Betrayed' Verb
• <u>Give</u> Verb	+ <u>- n</u> Suffix	= 'Given' Verb
• <u>Name</u> Verb	+ <u>- d</u> Suffix	= 'Named' Verb
• <u>Greet</u> Verb	+ <u>- ed</u> Suffix	= 'Greeted' Verb
• <u>Act</u> Verb	+ <u>- ed</u> Suffix	= 'Acted' Verb
• <u>Turn</u> Verb	+ <u>- ed</u> Suffix	= 'Turned' Verb
• <u>Follow</u>	+ <u>- ed</u>	= 'Followwed' Verb

Verb	Suffix	
• <u>Promise</u> Verb	+ <u>- d</u> Suffix	= 'Promised' Verb
• <u>Pretend</u> Verb	+ <u>- ed</u> Suffix	= 'Pretended' Verb
• <u>Walk</u> Verb	+ <u>- ed</u> Suffix	= 'Walked' Verb
• <u>Shout</u> Verb	+ <u>- ed</u> Suffix	= 'Shouted' Verb
• <u>Remind</u> Verb	+ <u>- ed</u> Suffix	= 'Reminded' Verb
• <u>Realize</u> Verb	+ <u>- d</u> Suffix	= 'Realized' Verb

Based on the data above, there are five kinds of English inflectional suffixes which found by the researcher on the students' paragraph writing of narrative texts. They are: (1) Inflectional suffix 's' which consists of 16 words; (2) Inflectional suffix 'ing' which consisted of 29 words; (3) Inflectional suffix 'er' which consist of 4 words; (4) Inflectional suffix 'est' which consisted of 2 words; (5) Inflectional suffix 'ed,d,n' which consisted of 52 words.

2. English Inflectional Suffixes toward students' writing at IAIN Palangka Raya

2.1 Inflectional Suffix 'kan'

• <u>Menyerah</u> Verb	+ <u>- kan</u> Suffix	= 'Menyerahkan' Verb
• <u>Kutuk</u>	+ <u>- kan</u>	= 'Kutukan' Verb

Verb	Suffix	
• <u>Membanding</u> Verb	+ <u>- kan</u> Suffix	= 'Membandingkan' Verb
• <u>Mendengar</u> Verb	+ <u>- kan</u> Suffix	= 'Mendengarkan' Verb
• <u>Biarkan</u> Verb	+ <u>- kan</u> Suffix	= 'Biarkan' Verb
• <u>Peternak</u> Noun	+ <u>- kan</u> Suffix	= 'Peternakan' Noun
• <u>Memutus</u> Verb	+ <u>- kan</u> Suffix	= 'Memutuskan' Verb
• <u>Menanya</u> Verb	+ <u>- kan</u> Suffix	= 'Menanyakan' Verb
• <u>Meninggal</u> Verb	+ <u>- kan</u> Suffix	= 'Meninggalkan' Verb
• <u>Melepas</u> Verb	+ <u>- kan</u> Suffix	= 'Melepaskan' Verb
• <u>Memerintah</u> Verb	+ <u>- kan</u> Suffix	= 'Memerintah' Verb
• <u>Mengantar</u> Verb	+ <u>- kan</u> Suffix	= 'Mengantarkan' Verb
• <u>Menemu</u> Verb	+ <u>- kan</u> Suffix	= 'Menemukan' Verb

2.2 Inflectional Suffix 'an'

• <u>Pikir</u> Noun	+ <u>- an</u> Suffix	= 'Pikiran' Noun
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2.3 Inflectional Suffix 'lah'

• <u>Terjadi</u> Verb	+ <u>- lah</u> Suffix	= 'Terjadilah' Verb
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- Hidup + - lah = ‘Hiduplah’ Verb
Verb Suffix
- Sangat + - lah = ‘Sangatlah’ Adjective
Adjective Suffix
- Muncul + - lah = ‘Muculah’ Verb
Verb Suffix

2.4 Inflectional Suffix ‘i’

- Mendekat + -i = 'Mendekati' Verb
Verb Suffix
- Menggunjung + -i = 'Menggunjungi' Verb
Verb Suffix
- Menghindar + -i = 'Menghindari' Verb
Verb Suffix
- Menyesal + -i = 'Menyesali' Verb
Verb Suffix

Based on the data above, there are four kinds of Indonesia inflectional suffixes which found by th researcher on the students' paragraph writing of narrative texts. They are: (1) Inflectional Suffix 'kan' which consists of 13 words; (2) Inflectional Suffix 'an' which consists of 1 word only; (3) Inflectional Suffix 'lah' which consists of 4 woords; and (5) Inflectional Suffix 'i' which consists of 4 words.

C. Discussion

This present research aimed at analyzing the English inflectional suffixes toward narrative story under the title 'The Visitor' of successful writing book written by Virginia Evans at IAIN Palangka Raya. To analyze the the English inflectional suffixes, the researcher used content analysis of descriptive qualitative research.

The result showed that Based on the data of research findings above, there are five English inflectional suffixes which found by the researcher on the students' writing of narrative texts. They are: They are: (1) Inflectional suffix 's' which consists (*fingertips, rooms, burglars, floorboards, boards, papers, cobwebs*); (2) Inflection al suffix 'ing' which consisted (*feeling, having, breathing, peering, revealing, scrabbling, coming, lying, sitting, thinning, looking*); (3) Inflectional suffix 'er' which consist of 1 word (*bigger*); (4) Inflection al suffix 'est' which consisted (*strangest, slightest*); (5) Inflection al suffix 'ed,d,' which conisted (*gripped, stared, splintered, hattered, twisted, forced, noticed, pushed, tiptoed, stared, deserted, unchanged, seemed, heaved,untouched, hesitated, puzzled, climbed, neared, hurried, turned, confronted, flushed, pressed, pulled, demanded, rolled, ruffled, moved, numbled, used, brushed, sighed, embarrassed*).

Kinds of English suffixes, there are: Noun (-*acne* "Apprearance", -*ence* "Difference", -*er* "Owner", -*ist* "Popularist", -*ness*, "Happiness", -*ion* "Situation", -*ing* "Smiling", -*ment* "Movement", -*ity* "Reality", -*ism* "Magnetism", -*dom* "kingdom", -*ship* "Friendship", -*ent* "Sufficient", -*ary*

“Elementary”, *-tude* “Gratutude”, *-hood* “Childhood”, *-logy* “Mythlogy”, *-age* “Shortage”, *-ant* “Important”). Verb (*-ize* “Symbolize” */-ise* “Merchandise”, *-en* “Fallen”). Adverb (*-ly* “Curly”) and Adjective (*-al* “Arrival”, *-ic* “Islamic”, *-able* “Enjoyable” */-ible* “Credible”, *-ous* “Humorous”, *-ful* “Painful”, *-less* “Moneyless”, *-ed* “Rived”, *-ive* “Plaintive”, *-er* “Older”, *-est* “Poorest”). In Indonesian suffixes there are: Noun (*-an* “Makanan”, *-is* “Kolonis”, *-isasi* “Harmonisasi”, *-isme* “Organisme”, *-itas* “Kreatifitas”, *-wan* “Karyawan”/*-wati* “Karyawati”, *-man* “Seniman”). Verb (*-i* “Alami”, *-kan* “Dengarkan”). Adjective (*-al* “Profesional”, *-if* “Agresif”, *-is* “Filosofis”, *-i* “Jumpai”, *-iah* “Jahiliah”). Numeral (*-an* “Jutaan”).

The finding is similar with Fromkin statement (2011) who stated that English inflectional suffixes are like *s*, *ed*, *ing*, *en*, *er*, and *est*. Inflectional suffix ‘s’ is an inflection which produces a new word from of an existing lexeme a word i.e. they do not create a new entry in one's mental lexicon. It is in line with Broukal (2002, p. 179) which stated that an inlectional suffix is a combination of letters added to the end of a word of word root. Carammaza (1988) also stated that inflections never change the syntactic category of the word.

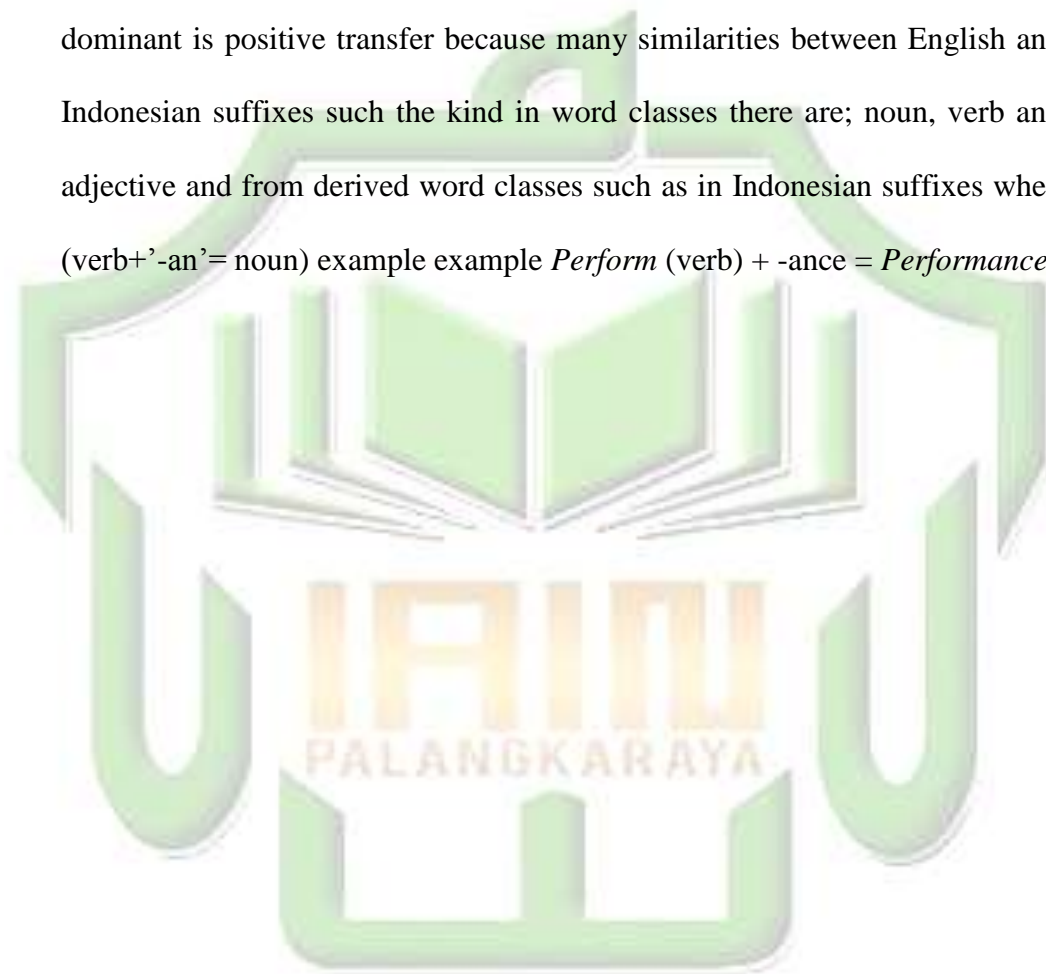
First, it is derived the word classs in English suffixes writer findings verb form can derived from another word classs as noun + suffix *-en* word result be verb. Besides verb derived from adjective, adverb, and also verb. Meanwhile, in Indonesia verb derived from two word classs, there are noun and verb. Adjective form in English derived from another word classs such as noun, verb, adverb and also adjective. Meanwhile in Indonesia adjective form

derived from three word classes such as noun, verb, and adjective. This can be concluded that English suffixes more variation in derived from another word class.

Second, it is kinds of English suffixes, found there are: Noun(-*acne* "Apprearance", -*ence* "Difference", -*er* "Owner", -*ist* "Popularist", -*ness*, "Happiness", -*ion* "Situation", -*ing* "Smiling", -*ment* "Movement", -*ity* "Reality", -*ism* "Magnetism", -*dom* "kingdom", -*ship* "Friendship", -*ent* "Sufficient", -*ary* "Elementary", -*tude* "Gratutude", -*hood* "Childhood", -*logy* "Myhthlogy", -*age* "Shortage", -*ant* "Important"). Verb (-*ize* "Symbolize" /-*ise* "Merchandise", -*en* "Fallen"). Adverb (-*ly* "Curly") and Adjective (-*al* "Arrival", -*ic* "Islamic", -*able* "Enjoyable" /-*ible* "Credible", -*ous* "Humorous", -*ful* "Painful", -*less* "Moneyless", -*ed* "Rived", -*ive* "Plaintive", -*er* "Older", -*est* "Poorest"). In Indonesian suffixes there are: Noun (-*an* "Makanan", -*is* "Kolonis", -*isasi* "Harmonisasi", -*isme* "Organisme", -*itas* "Kreatifitas", -*wan* "Karyawan"/-*wati* "Karyawati", -*man* "Seniman"). Verb (-*i* "Alami", -*kan* "Dengarkan"). Adjective (-*al* "Profesional", -*if* "Agresif", -*is* "Filosofis", -*i* "Jumpai", -*iah* "Jahiliah"). Numeral (-*an* "Jutaan"). Based on the theory according Plag (2002, p.109-123) dissent suffixes not found in novel with the theory there are noun (-*al*, -*ency*, -*ancy*, -*ee*, -*er*, -*ess*, -*ful*), and adverbial (-*wise*).

This is in line with theory of Chomsky found in article Yu and Ren (2013, p.46) A learner's always has great impact on his or her attention transfer. share much in common, the language rules, which is called positive transfer. Furthermore have a lot of differences. slows down and interfer with

the process of SLA, which is called negative transfer. Here the writer found the positive and negative transfer. The different English suffixes there form the kind in word classes such as in Indonesian any the numeral form suffixes but in English nothing this kind and in English suffixes any adverb form that nothing in Indonesian suffixes, there is called negative transfer in the result of this research. But in English and Indonesian suffixes more dominant is positive transfer because many similarities between English and Indonesian suffixes such the kind in word classes there are; noun, verb and adjective and from derived word classes such as in Indonesian suffixes when (verb+'-an'= noun) example example *Perform* (verb) + -ance = *Performance*.



CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter would mainly present the conclusion and the suggestions of the thesis. The analysis in the previous chapter will be concluded and finally the writer will attempt to suggest some important matters concerning to the discussion of this thesis. These suggestions are considered to be important for every one especially learner of English suffixes

A. Conclusion

Based on the findings and disussion, the researcher concluded:

There are five English inflectional suffixes which found by the researcher on the students' writing of narrative texts. They are: They are: (1) Inflectional suffix 's' which consists; (2) Inflection al suffix 'ing' which consisted; (3) Inflectional suffix 'er' which consist; (4) Inflection al suffix 'est' which consisted; (5) Inflection al suffix 'ed,d,' which conisted. The finding is similar with Fromkin statement (2011) who stated that English inflectional suffixes are like *s, ed, ing, en, er, and est*. Inflectional suffix 's' is an inflection which produces a new word from of an existing lexeme a word i.e. they do not create a new entry in one's mental lexicon. It is in line with Broukal (2002, p. 179) which stated that an inlectional suffix is a combination of letters added to the end of a word of word root. Carammaza (1988) also stated that inflections never change the syntactic category of the word.

In addition, there are 3 kinds of inflectional suffixes found in the text. They are: (1) Inflectional suffix forms noun from noun which the words inflected by suffix 's' such as '*fingertip*' forming to '*fingertips*'; (2) Inflectional suffix forms adjective from adjective which the words inflected by suffixes '*er and est*' such as '*big*' forming to '*bigger*', and '*strange*' forming to '*strangest*'; (3) Inflectional suffix forms verb from verb which the free morpheme inflected by '*ing and ed/e*' such as '*reveal*' forming to '*revealing*' and '*push*' forming to '*pushed*'. The findings is similar with Kridalaksana (20017) who defined the kinds of Suffixes are: (a) forming verb, (b) forming adjective, (c) forming noun, (d) forming numeral and (e) forming interrogative.

B. Suggestion

Finally, the writer hopes this study will be useful for the readers. Therefore, based on the findings at the previous chapter, it is necessary to give some evaluable suggestions for the teachers, the author and the next researchers also. The suggestion is order to improve the quality of English textbook course year

1. Suggestion for the Reader

- a. As a reader should selective for choose the literature.
- b. Reader must comprehend the English inflectional suffixes in texts to get more undersntading of English

2. Suggestion for the Next Researcher

The researcher knows that this research is not complete enough to cover the relevance materials in terms of the cognitive and psychomotor domain. Therefore, the researcher hopes for the next researcher:

- a. Try to find another method and instrument in research to develop the result of the research.
- b. Add 'Affixation' and 'Derevitional Suffixes' as next subject of the researchin order to the research more totall.
- c. Do researches to analyse more deep of English Inflectional suffixes.

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